

**CONNECTICUT STATE DEPARTMENT  
OF EDUCATION**

**CMT/CAPT Skills Checklist**

Second Generation

**SECTION I: Learner Characteristics  
Inventory**

**NOTE: THIS SECTION IS PART OF THE CMT/CAPT SKILLS CHECKLIST. EVERY FIELD MUST BE COMPLETED**

**Learner Characteristics Inventory for  
Alternate Assessments on Alternate Achievement Standards<sup>1</sup>**

**Purpose:** This inventory will be used by the Connecticut State Department of Education (CSDE) in describing the population of students who are assessed with the CMT/CAPT Skills Checklist which is based on alternate achievement standards. These students comprise less than 1% of the total student population and come from a variety of disability categories but they are the students with the most significant cognitive disabilities.

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

(Print)  
(Print)

**SASID:** ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

**Expressive Communication** (check the **one** that **best** describes this student)

- ☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- ☐ Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- ☐ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

**Does this student use an augmentative communication system in addition to or in place of oral speech?**

- ☐ Yes
- ☐ No

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<sup>1</sup> Developed by the National Alternate Assessment Center, University of Kentucky

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**Receptive Language** (check the **one** that **best** describes this student)

- ☐ **Independently follows 1-2 step directions** presented through words (e.g. words may be spoken, signed, printed, or any combination) and **does NOT need additional cues**.
- ☐ **Requires additional cues** (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- ☐ **Alerts** to sensory input from another person (auditory, visual, touch, movement) **BUT requires actual physical assistance** to follow simple directions.
- ☐ **Uncertain response** to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

**Vision** (check the **one** that **best** describes this student)

- ☐ Vision within normal limits.
- ☐ Corrected vision within normal limits.
- ☐ Low vision; uses vision for some activities of daily living.
- ☐ No functional use of vision for activities of daily living, or unable to determine functional use of vision.

**Hearing** (check the **one** that **best** describes this student)

- ☐ Hearing within normal limits.
- ☐ Corrected hearing loss within normal limits.
- ☐ Hearing loss aided, but still with a significant loss.
- ☐ Profound loss, even with aids.
- ☐ Unable to determine functional use of hearing.

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**Motor** (check the **one** that **best** describes this student)

- ☐ No significant motor dysfunction that requires adaptations.
- ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- ☐ Needs personal assistance for most/all motor activities.

**Engagement** (check the **one** that **best** describes this student)

- ☐ Initiates and sustains social interactions.
- ☐ Responds with social interaction, but does not initiate or sustain social interactions.
- ☐ Alerts to others.
- ☐ Does not alert to others.

**Health Issues/Attendance** (check the **one** that **best** describes this student)

- ☐ Attends at least 90% of school days.
- ☐ Attends approximately 75% of school days; absences primarily due to health issues.
- ☐ Attends approximately 50% or less of school days; absences primarily due to health issues.
- ☐ Receives Homebound Instruction due to health issues.
- ☐ Highly irregular attendance or homebound instruction due to issues *other* than health.

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**Reading** (check the **one** that **best** describes this student)

- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- ☐ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- ☐ No observable awareness of print or Braille.

**Mathematics** (check the **one** that **best** describes this student)

- ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- ☐ Does computational procedures with or without a calculator.
- ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- ☐ Counts by rote to 5.
- ☐ No observable awareness or use of numbers.

**Teacher Comments:** Please share any additional information you would like for us to know about the learning characteristics of this student. Thank you for your time and honest answers.

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**Name of Person Entering Information:** \_\_\_\_\_

**Date Entered:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_